

**STANDARDS STATUS REPORT
FUNCTIONAL AND READINESS LEVELS**

LEVEL I, FORM 2-W WRITING

SCORING: Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using the designated color for that review date. Items in parentheses are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks as noted in the comment section. Teachers should feel free to add any comments to clarify student skills; e.g., how student performs task by telling, drawing, printing, using computer, Braille, or printed word. Use this form as a guide to enter the data in the web-based alternate assessment data entry system.

WRITING

Students effectively use written language for a variety of purposes and with a variety of audiences.

FUNCTIONAL (Ages 3-21)

Within the functional context of home, school, work, and community environments using assistive technology, Braille, and print, students know and are able to do the following:

WRITING	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
W-FS1.Develop increased control of fine motor skills.					
PO 1. Reach for objects.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Grasp/hold objects and use in intended manner (e.g., spoon—use to eat; marker—use to write).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

WRITING	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21) W-FS1 continued		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
PO 3. Indicate specific item purposefully through pointing (e.g., finger, eye, elbow, head stick).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Put objects in correct places accurately and purposefully.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO5. Perform increasingly complex fine motor tasks using a variety of objects (e.g., fasteners, clothespins, door knobs).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 6. Stabilize objects with one body part (e.g., hand, elbow, foot) or any adaptive means while manipulating the object with other body parts or any adaptive means (e.g., hold paper and write, stabilize and wind up kitchen timer).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
W-FS2. Write the 26 letters of the alphabet.					
PO 1. Mark on paper within boundaries (e.g., drawing, illustrating, imitating modeled strokes, tracing).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Copy letters (e.g., using computer keyboard, Braille, or print).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

WRITING	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21) W-FS2 continued		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
PO 3. Produce letters spontaneously (e.g., using computer keyboard, Braille, or print).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
W-FS3. Write simple words and numbers.					
PO 1. Print first and last name from model (e.g., using computer, Braille, or print).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Print simple words and sentences from model.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Write numerals 0-9 from model.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Print address and phone number from model.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 5. Print first and last name, address, and phone number when needed without a model.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

WRITING	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21) W-FS3 continued		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
PO 6. Print simple words and sentences without a model.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 7. Write numerals 0-12 without a model.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 8. Provide name and/or address and/or phone number in a designated area (e.g., mark an X for signature, use a rubber name stamp for name and/or address and/or phone number).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
W-FS4. Relate a narrative, creative story, or other communication by drawing, telling, or writing.					
PO 1. Make lists (e.g., pictorial/word shopping list).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Document events around a specific topic (e.g., retell story, experiences, movie, or write in journal with words, pictures, or drawings).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

STANDARD 1: WRITING PROCESS	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
1W-R1. Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.					
PO 1. Generate ideas through class discussion.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Draw a picture about ideas generated through class discussion.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
1W-R2. Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.					
PO 1. Communicate by drawing, telling, or writing for a purpose.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Create a group draft, scripted by the teacher.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

Words shown in bold print are referenced in the articulated Arizona Academic Standards glossary.

STANDARD 1: WRITING PROCESS	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
1W-R3. Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)					
PO 1. Reread original draft scripted by teacher or individual.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Add additional details with prompting.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
1W-R4. Editing includes proofreading and correcting the draft for conventions.					
PO 1. Review the draft for errors in conventions, with prompting. (See 2W-R6)		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
1W-R5. Publishing involves formatting and presenting a final product for the intended audience.					
PO 1. Share a finished piece of writing.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

Words shown in bold print are referenced in the articulated Arizona Academic Standards glossary.

STANDARD 2: WRITING ELEMENTS	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
2W-R1. Ideas and Content Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.					
PO 1. Use pictures that convey meaning.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Use pictures with imitative text , letters, or recognizable words to convey meaning.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Use labels, captions, or picture descriptors to expand meaning.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

Words shown in bold print are referenced in the articulated Arizona Academic Standards glossary.

STANDARD 2: WRITING ELEMENTS	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
2W-R2. Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.					
PO 1. Show a clear sense of coordination between text and pictures (e.g., a reader can readily see that they go together).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Consistently write left to right and top to bottom.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Space appropriately between words with some degree of accuracy.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
2W-R3. Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.					
PO 1. Create pictures or text with distinctive personal style and originality.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

Words shown in bold print are referenced in the articulated Arizona Academic Standards glossary.

STANDARD 2: WRITING ELEMENTS	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
2W-R4. Word choices reflects the writer’s use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.					
PO 1. Select labels, captions, or descriptors to enhance pictures.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Use words, labels, or short phrases that clearly go with picture text.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
2W-R5. Sentence fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.					
PO 1. Attempt simple sentences (some may be fragments).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

Words shown in bold print are referenced in the articulated Arizona Academic Standards glossary.

STANDARD 2: WRITING ELEMENTS	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
2W-R6. Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.					
PO 1. Write the 26 letters of the alphabet in: a. lower case b. upper case		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Distinguish between upper and lower case letters.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Use capital letters to begin “important” words, although may be inconsistent or experimental.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Use spaces between words.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 5. Write left to right and top to bottom.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

Words shown in bold print are referenced in the articulated Arizona Academic Standards glossary.

STANDARD 2: WRITING ELEMENTS	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten) 2W-R6 continued		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
PO 6. Use punctuation in writing, although may be inconsistent or experimental.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 7. Use knowledge of letter sound relationship to spell simple words with some consonants and few vowels (e.g., <i>I lik t d nts.</i> – I like to draw knights.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 8. Use resources (e.g., environmental print, word wall) to spell correctly.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 9. Write own name on personal work.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

Words shown in bold print are referenced in the articulated Arizona Academic Standards glossary.

STANDARD 3: WRITING APPLICATIONS	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
3W-R1. Expressive writing includes <i>personal narratives</i>, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.					
PO 1. Create narratives by drawing, dictating, and/or emergent writing .		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Participate in writing simple poetry, rhymes , songs, or chants.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
3W-R2. Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a <i>thesis</i> based on research, observation, and/or experience.					
PO 1. Participate in creating expository texts (e.g., labels, lists, observations, journals, summaries) through drawing or writing.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

Words shown in bold print are referenced in the articulated Arizona Academic Standards glossary.

STANDARD 3: WRITING APPLICATIONS	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
3W-R3. Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.					
PO 1. Participate in writing a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, and graphs/tables).(See 3R-R2; 2M-R1)		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Participate in writing communications, with teacher as scribe, including: a. friendly letters b. thank-you notes		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
3W-R5. Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.					
PO 1. Participate in a group discussion, based on a literature selection, that identifies the: a. character(s) b. setting c. sequence of events (See 2R-R1)		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

Words shown in bold print are referenced in the articulated Arizona Academic Standards glossary.

STANDARD 3: WRITING APPLICATIONS	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten) 3W-R5 continued		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
PO 2. Participate in a group discussion in response to a given piece of literature that connects: a. text to self (personal connection) b. text to world (social connection) c. text to text (compare within multiple texts) (See 2R-R1)		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
3W-R6. Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.					
PO 1. Participate in creating a simple class report where the teacher is the scribe.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

Words shown in bold print are referenced in the articulated Arizona Academic Standards glossary.